



# Going Up?

## The Gifted **EL**levator (Identification & Services for English Learners)

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# Legislation

- **1964 Civil Rights Act:** Special needs of ELLs enrolled in public and nonpublic schools are defined.
- **1974 Equal Educational Opportunity Act**
- **2001 *No Child Left Behind*** (reauthorization of Titles I and III of the *Elementary and Secondary Education Act of 1965*). (*Identifying Gifted and Talented English Language Learners*, 2008, p. 9)



# Legislation

Article 29B § 115C-407.5, Article Vb, Interstate Compact on Educational Opportunity for Military Children states:

**“Educational program placement** - The receiving state school shall **initially honor placement** of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to:

- 1. Gifted and talented programs; and**
- 2. English as a second language (ESL).**

This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.”





# Legal Obligations

- **Ensure EL students have equal access** to
  - core curriculum
  - graduation requirements
  - specialized and advanced courses and programs, sports, and **clubs**. (p.8)
- **Avoid unnecessary segregation of EL students** (pp.8, 18)
- **May not categorically exclude EL students from gifted and talented education** or other specialized programs such as Advanced Placement (AP), honors, or International Baccalaureate (IB) courses. (p.21)

U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice. (2015, January). *Dear colleague letter: English learner students and limited English proficient parents*.

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

# Legal Obligations (cont.)

In investigations, OCR and DOJ consider whether:

- **Gifted evaluation and testing procedures** screen out EL students because of their limited English proficiency when participation in particular gifted programs does not require proficiency in English; and
- **SEAs and school districts monitor extent to which EL and former EL students are referred for and participate** in gifted and talented education programs, as compared to their never-EL peers. (p.22)

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# Legal Obligations (cont.)

- **North Carolina Article 9B, Standard 1:** AIG student identification procedures employ multiple criteria which incorporate measures that reveal:
  - student aptitude
  - student achievement, *or potential to achieve*in order to develop a comprehensive profile for each student.
- **Non-traditional** and **traditional measures** based on current theory and research (*Article 9B, Standard 1*)
- **Removed** the word, **“standardized”** in **October 2015.**
- Ensures **AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted** and are responsive to LEA demographics. These populations include:

culturally/ethnically diverse	economically disadvantaged	<b>English language learners</b>
highly gifted	twice exceptional	

# Equitable Access

**To ensure English Learners have the opportunity to participate in programs for academically gifted students, LEAs should:**

- Evaluate English learners using multiple assessment tools, methods and contexts that allow students to demonstrate their knowledge **without relying primarily on their ability to use English;**
- Consider various sources for recommendations, including teachers, parents, and others; and
- Prepare school personnel who evaluate and determine AIG designation to understand how diverse cultures value different gifts and talents.

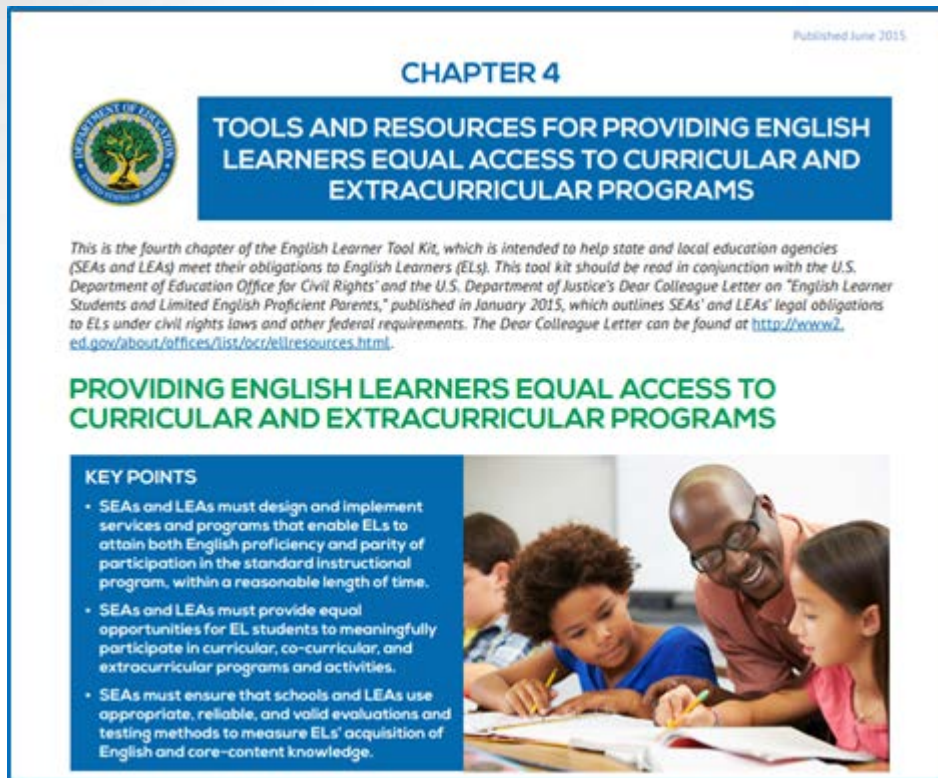


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# Equitable Access



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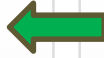
# Serving ELLs in Gifted Programs

Moving From a Fixed to a Growth  
Mindset

Growth



- There are gifted individuals in every country
- Provide gifted PD to ESL/ELL and gen. ed. teachers
- Institute partnership with gifted and ELL/ESL teachers
- Use current ESL/ELL and nonverbal assessments
- Evidence exists that two-way bilingual gifted programs boost progress of all participants (both English and ELL )



Fixed



- Perception: Not intelligent until proficient in English
- Lack of foreign language proficiency by gifted teachers
- Lack of gifted training for meeting ELL needs
- Unfamiliarity with appropriate identification tools
- Fear that non-ELL will be “pulled down”/limited by ELLs in gifted class



# **SOL Net: S**peakers of **O**ther **L**anguages **NET**work

- **Jacob K. Javits Grant**
  - Wrote and directed federally funded (\$645,000) gifted grant
- **Purpose**
  - Started gifted programs for English Language Learners in Dallas, TX
  - Started gifted programs for Navajo and Ute on the Navajo Reservation in Utah
  - Established networks between project participants



# **SOL Net: S**peakers of **O**ther **L**anguages **NET**work

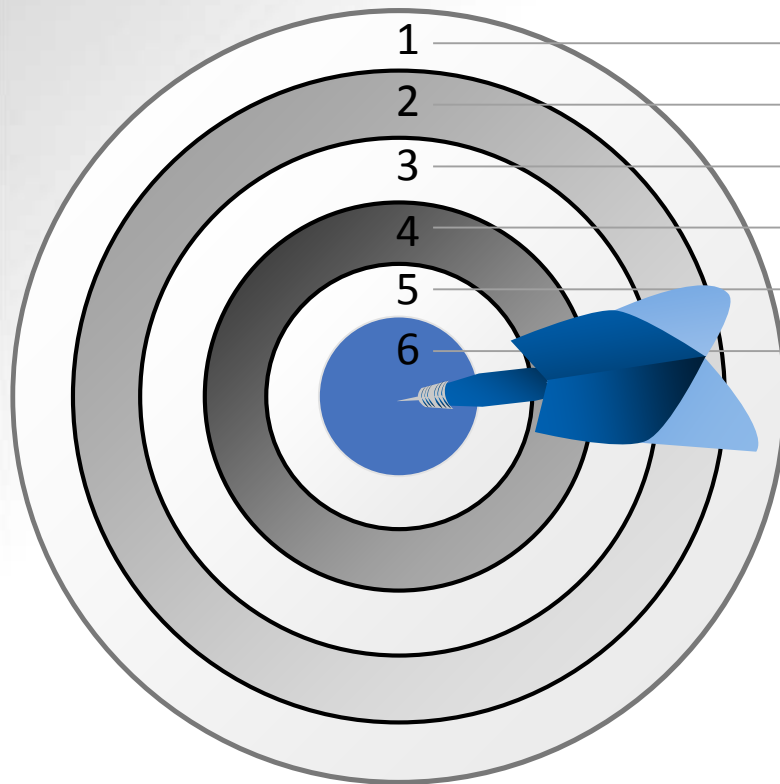
- Provided graduate credit hours for SOL Net teachers via distance learning
- Developed culturally/linguistically appropriate identification tools/forms and processes
- Networked with students, parents and teachers in Dallas, El Paso, Chicago, and on the Navajo Reservation in Utah
- Mentored SOL Net Bilingual/ELL teachers





# Target Schools

Steps to ensure successful collaboration



Administrative support

ELL, Gifted, & Technology collaboration

High ELL population

Effective ELL and gifted school program

Informational meeting

Evidence of commitment



# Recruiting Participants

1

**Issued a Mini-RFP (Request for Proposals)**

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2

**Teams attended required informational presentation**

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3

**Team: Principal, Gifted, Bilingual/ESL, Technology**

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4

**Selected Best Proposals**

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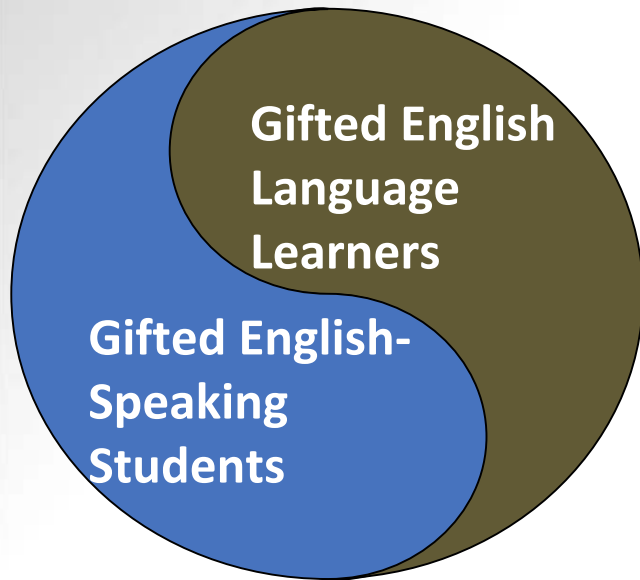


# The **EL**levator Goes Both Ways

½ English



½ Spanish



Includes Mentoring Younger Students

## 2 Way Gifted Bilingual Programs

- During Spanish time, instructor spoke Spanish
- During English time, instructor spoke English
- **Mentoring Component:** Spanish-speakers read in English to young ELL students. English-speakers read in Spanish to young English-speaking students.



# Going Up? Testing Results

Texas Assessment of Knowledge & Skills (TAKS)

Woodcock Munoz Language Survey (WMLS)

Pre-tested  
English  
speakers (ES)

Students read to  
younger ELL & ES

ES at grade level on  
Spanish TAKS and 1-  
3 year gain on ITBS

WMLS

2-Way  
Bilingual  
Program

Mentor

WMLS

TAKS &  
ITBS

½ Day in  
Spanish, ½  
Day in  
English

ELL students & ELL  
mentees scored  
significantly higher  
than similar students  
not in 2-way program



# Gifted ELL Identification Tools



**Must be appropriate**

- Not English-language dependent
- Not culturally biased



# Nonverbal Intelligence/ Aptitude Tests

***Cognitive Achievement Test (CogAT)*** *(nonverbal section)*

**Comprehensive Test of Nonverbal Intelligence (CTONI)**

***Kaufman Brief Intelligence Test*** *(nonverbal section)*

***Kuhlmann-Anderson Test (KA)*** *(nonverbal section)*

***Matrix Analogies Test (MAT)*** *superceded by NNAT*

***Naglieri Nonverbal Ability Test (NNAT)***





# Nonverbal Intelligence/ Aptitude Tests

***Otis-Lennon School Ability Test (OLSAT 8;***  
nonverbal section)

***Raven's Standard Progressive Matrices Test***

***Raven's Coloured Progressive Matrices Test***

***Test of Nonverbal Intelligence (TONI 4)***

***Universal Nonverbal Intelligence Test***

***Wide Range Intelligence Test (WRIT; nonverbal  
section)***



# Spanish Achievement Tests

## *Aprenda 3*

***Logramos Comprehensive Assessment of Achievement in Spanish***

***Spanish Assessment of Basic Education, 2nd Edition (SABE/2)***

***Woodcock-Muñoz Cognitive Ability & Achievement Test Battery III (Bateria III);  
Spanish Translation***

## **OTHERS**

**Spanish Language Assessments for Dual Language Programs**



# Nonverbal Creativity Tests

***Mehdi's Nonverbal Test of Creative Thinking*** (Hindi)

***Torrance Test of Creative Thinking*** (TTCT)

***Torrance Figural & Test for Creative Thinking – Drawing Production*** (TCT –DP)

***William's Exercise in Divergent Thinking***





# Non-English Creativity Tests

***Gifted Rating Scales (GRS - Spanish)***

***GIFT (Group Inventory for Finding Talent - Spanish)*** by Sylvia Rimm

***Mehdi's Verbal Test of Creative Thinking***  
(Hindi)

***Prueba de Imaginación Creativa***  
(Creativity Imagination Test- **PIC** in Spanish)

***Torrance Test of Creative Thinking***  
(TTCT- 35 languages)



# Cautions about Nonverbal Tests

## Linda Kreger Silverman

- Pure measures of general intelligence ... excellent indicators of abstract reasoning, particularly in the visual-spatial domain.
- Have negligible ethnic biases ... support use in identifying gifted children from culturally diverse groups.
- Do not measure as wide a range of abilities as IQ tests and not as predictive of success in a gifted program

## Donna Ford

- Correlation between any two tests is imperfect; possible to have high score on a traditional IQ test and low nonverbal test score, and vice versa.
- Students who have limited proficiency in English, are underachievers, and are culturally diverse are most likely to score high on nonverbal tests.
- Nonverbal test scores provide useful information.
- Traditional and nonverbal tests should be used along with grades, projects, and teacher and family information to make informed, responsible decisions about all students, not just culturally diverse ones.

# Cautions about Nonverbal Tests (cont.)

- Suitability for English Language Learners depends on not having elaborate verbal directions in English.
- Nonverbal assessments should not be used **in isolation** to identify gifted/talented English Language Learners.
  - more likely to exclude a gifted/talented learner who excels in other areas that have greater bearing on school success.





# Cautions about Translated Tests

George Isidore Sanchez, a Mexican American scholar, raised seven issues about intelligence testing (Valencia & Suzuki, 2000):

1. Intelligence tests are not normed on Spanish-speaking people.
2. Test items are not representative of the Spanish-speaking culture.
3. The entire nature of intelligence still is a controversial issue.
4. Test results from Spanish-speaking individuals continue to be accepted uncritically.
5. Revisions or translated tests are not necessarily an improvement on test measures.
6. Attitudes and prejudices often determine the use of test results.
7. The influence of testing on the educational system is phenomenal.

Iowa Department of Education & The Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development. (2008). *Identifying Gifted and Talented English Language Learners: Grades K-12*.

<https://www.educateiowa.gov/sites/files/ed/documents/IdentifyGiftedTalentedELL.pdf>

# Other Identification Tools and Caution (C)

- 1 **Original Work** (stories, songs, poems, plays, drawing, recording)
- 2 **Evidence of his/her passion** for a particular topic
- 3 **Anecdotal records** about unique/special things accomplished
- 4 **Awards** from contests/competitions
- 5 **Evidence of leadership** (can be from community)
- 6 **Teacher checklist** (*Must not be culturally biased*)
- 7 **Parent/guardian checklist** (*Must not be culturally biased*)
- 8 **Performance** in nurturing program and/or high level activities
- C** **English mastery is NOT an appropriate identifier**

## *Gifted Characteristics Checklist for Underrepresented Populations*

(<http://www.azed.gov/gifted-education/files/2012/10/projectbrighthorizon-giftedcharacteristicschecklist.pdf>)



# ESSA Funding Provisions for Gifted Assessments & PD

- For the first time, ESSA (Every Students Succeeds Act) specifically notes that districts may use **Title I funds** to identify and serve gifted and talented students.
- ESSA now allows states to use **computer adaptive assessments** as the format for state assessments used for accountability purposes and **authorizes grant funding to states to develop such assessments**.
- Districts may use their **Title II professional development funds** to provide training on gifted education-specific instructional practices, such as enrichment, acceleration, and curriculum compacting.